



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/5/10

- 1. ACADEMIC UNIT: Justice and Social Inquiry
2. COURSE PROPOSED: JUS 474 Legislation and Morality 3
3. CONTACT PERSON: Name: Prof. Madeleine Adelman Phone: 480-965-4886
Mail Code: 4902 E-Mail: madeleine.adelman@asu.edu

- 4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number.
5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area.

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L [X] -MR
Mathematical Studies-MA [] CS []
Humanities, Fine Arts and Design-HU []
Social and Behavioral Sciences-SB []
Natural Sciences-SQ [] SG []

- Global Awareness-G []
Historical Awareness-H []
Cultural Diversity in the United States-C []

- 6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses:
Is this amultisection course?: [X] No [] Yes; Is it governed by a common syllabus?

MARJORIE SZATZ May Szatz 3/4/10

Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i></p>	<p>About 75% of the final grade for JUS 474 requires reading, reflection, drafting, feedback, presentation and writing. This does not include the two examinations that are also essay-based.</p> <p>Evaluation of Student Learning</p> <p>40 points Self reflection paper (3 pages)</p> <p>60 points Reading reflection paper (3-5 pages)</p> <p>80 points Review essay (5-8 pages)</p> <p>100 points Family law research draft, presentation and paper (12-15 pages)</p> <p>50 points Mid-term examination</p> <p>50 points Final examination</p> <p>380 points TOTAL</p> <p>Page 4 of the syllabus (Evaluation of Student Learning</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			

ASU - [L] CRITERIA

2. Also:

Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".

C-1



CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence

The writing assignments require a combination of class readings, discussion, research and personal experience. Guidelines for each writing assignment are included in the syllabus:

1. a reflexive argument based on personal experience and drawing on concepts from introductory readings
2. an analytic reflection on the first two thirds of the course based on a question prompt
3. a synthetic argument based on student-selection set of class readings drawn from the entire semester
4. a research paper based on literature review, original collection and analysis of empirical evidence and recommendations for future research

1. Please describe the way(s) in which this criterion is addressed in the course design

2. Also:

Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".

C-2

ASU - [L] CRITERIA



CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams

Students are required to submit a succession of four writing assignments for a total of about 30 pages, in addition to in-class essay examinations. In addition, students are required to present their major research paper to the class.

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "**C-3**".

C-3

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted

ASU - [L] CRITERIA

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i></p>	<p>Each writing assignment is built according to a combination of Bloom's Taxonomy of Knowledge, where learning begins at the more introductory and memorization level and moves to the more analytical and applied forms of knowledge, ultimately achieving the ability to assess and defend an original argument, and the developmental model whereby effective learning begins with concrete self-reflection, moves through analysis of text and then arrives at the more abstract level of thinking. Thus, each activity and assignment helps students to further develop their critical thinking and communication skills.</p> <p>In addition to ongoing written feedback on each activity and paper, the research paper (12-15 pages) is submitted in draft form, and presented orally to the class. Both forms of feedback are then used to improve the final paper.</p> <p>I strongly encourage the students (and often make a personal invitation to individuals who would benefit the most from support) to make use of Justice and Social Inquiry's Writing Mentorship Program and the ASU Writing Center.</p>
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ASU - [L] CRITERIA

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-4".

C-4

Course Prefix	Number	Title	Designation
JUS	474	Legislation and Morality	L

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Criteria 1. 50 % of the grade has to be writing	About 75% of the final grade for JUS 474 requires reading, reflection, drafting, feedback, presentation and writing. This does not include the two examinations that are also essay-based.	<p>Evaluation of Student Learning</p> <p>40 points Self reflection paper (3 pages) 60 points Reading reflection paper (3-5 pages) 80 points Review essay (5-8 pages) 100 points Family law research draft, presentation and paper (12-15 pages)</p> <p>50 points Mid-term examination 50 points Final examination</p> <p>380 points TOTAL</p> <p>Page 4 of the syllabus (Evaluation of Student Learning)</p>
Criteria 2. The composition tasks involve the gathering interpretation and evaluation of evidence	The writing assignments require a combination of class readings, discussion, research and personal experience.	<p>Guidelines for each writing assignment are included in the syllabus:</p> <ol style="list-style-type: none"> 1. a reflexive argument based on personal experience and drawing on concepts from introductory readings 2. an analytic reflection on the first two thirds of the course based on a question prompt 3. a synthetic argument based on student-selection set of class readings drawn from the entire semester 4. a research paper based on literature review, original collection and analysis of empirical evidence and recommendations for future research

Literacy and Critical Inquiry [L]

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<p>Criteria 3. Minimum of two substantial writing or speaking task (in addition to in-class essays exam.</p>	<p>Students are required to submit a succession of four writing assignments and are required to present their major research paper to the class.</p>	<p>Students are required to submit a succession of four writing assignments for a total of about 30 pages, in addition to in-class essay examinations. In addition, students are required to present their major research paper to the class.</p>
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Criteria	How course meets spirit	Please provide detailed evidence of how course meets criteria
Criteria 4 Feedback and opportunity to improve	<p>Each writing assignment is built according to a combination of Bloom's Taxonomy of Knowledge, where learning begins at the more introductory and memorization level and moves to the more analytical and applied forms of knowledge, ultimately achieving the ability to assess and defend an original argument, and the developmental model whereby effective learning begins with concrete self-reflection, moves through analysis of text and then arrives at the more abstract level of thinking. Thus, each activity and assignment helps students to further develop their critical thinking and communication skills.</p>	<p>In addition to ongoing written feedback on each activity and paper, the research paper (12-15 pages) is submitted in draft form, and presented orally to the class. Both forms of feedback are then used to improve the final paper.</p> <p>I strongly encourage the students (and often make a personal invitation to individuals who would benefit the most from support) to make use of Justice and Social Inquiry's Writing Mentorship Program and the ASU Writing Center.</p>

JUS 474
Legislation of Morality
Professor Madelaine Adelman
965-4886
mad@asu.edu

Course Overview

This course is intended for advanced undergraduates with some background in the critical study of justice in contemporary society. In this course we will examine "morality" and "legality" as two distinct, yet often linked, concepts. We will consider how the legislation of morality contains assumptions about human nature and the proper and good use of bodies. At the same time, we will discuss how the meaning and practice of the "good and proper life" is culturally specific and under constant contestation and transformation. Next, we will explore how notions of individuality and community are embedded in competing ideals of morality and legality. Then, we will ask what we want from law, how morality and legality structure everyday life and how we struggle over changing moralities and legalities.

Course Objectives

Throughout the course you will be asked to question assumptions & develop accurate knowledge about the legislation of morality; enhance your understanding of relevant vocabulary & key concepts drawn from the major debates on morality and legality and the role of law in constituting social relations; to analyze and evaluate social issues using a comparative and historical perspective; and, identify related resources and social change jobs. You will also be asked to learn to live with ambiguity rather than oversimplification when addressing complex social questions; be open-minded and skeptically critical; develop creative and critical thought & recognize, construct, and assess arguments through sustained inquiry; and, integrate relevant personal experience with course content. These learning processes & goals are reflected, in part, by the ASU's College of Liberal Arts and Sciences' list of skills deemed necessary for you to acquire in your college career. I have placed a mark next to those skills we will emphasize.

- | | |
|--|--|
| √ oral communication | √ flexibility and adaptability |
| √ written communication | √ ability to meet multiple goals on deadline |
| √ analytical and critical thinking | knowledge of statistics |
| √ multi-cultural and diversity awareness | computer literacy |
| knowledge of a second language | √ interpersonal skills |
| √ organization skills | global perspective |
| √ research skills | |

Please note: Material is to be prepared for the class day on which it is assigned. Not everything contained in the readings will be discussed explicitly in class; class discussions will include materials not covered in readings. Students are responsible for both.

Course Outline

Class 1 The Good and Proper Life I

Signe Howell, *The Ethnography of Moralities* (Routledge, 1997).

Mary Douglas, Purity and danger: An analysis of the concepts of pollution and taboo (Taylor, 2002[1966])

Frykman and Lofgren, *Culture Builders: A Historical Anthropology of Middle-Class Life*, (New Brunswick: Rutgers Univ. Press, 1987).

Class 2 The Good and Proper Life II

Richard Cloward and Frances Piven, "Why People Deviate in Different Ways" (*New Directions in the Study of Justice, Law and Social Control*, School of Justice Studies, ASU, New York: Plenum Press, 1990, pp. 71-100).

Rick Abel, "What We Talk About When We Talk About Law." In *The Law and Society Reader*, Richard Abel, ed.,

(NYU Press, 1995).

Tom Tyler, "What Do People Want from Legal Authorities?" In *Why People Obey the Law*, New Haven and London: Yale University Press, 1990, pp. 71-84.

Class 3 Moral Economy I

Film: *Who's Counting?: Marilyn Waring on Sex, Lies & Global Economics* (Oley, PA: Bullfrog Films, 1995).

Carrie Menkel Meadow, "What's Gender Got to Do With It? The Politics and Morality of an Ethic of Care" (*New York University Review of Law and Social Change* 1996, 22:265-293).

Poole, "Morality, Masculinity and the Market." In *Socialism, Feminism and Philosophy*, Sean Sayers and Peter Osborne, eds., London and New York: Routledge, 1990, pp. 46-68.

Class 4 Moral Economy II

Naples, "The 'New Consensus' on the Gendered 'Social Contract': The 1987-1988 U.S. Congressional Hearings."

Helen Longino, "Moral Agency and Responsibility: Cautionary Tales from Biology" (*Minds and Moral: Essays on Cognitive Science and Ethics*, Larry May, Marilyn Friedman and Andy Clark, eds., Cambridge: MIT Press, 1996, pp. 281-292).

Rebecca Blank, *Is the market moral? A dialogue on religion, economics and justice.* (Brookings Institution, 2004).

Class 5 Constituting, Regulating and Resisting the Body Politic I

Sally Engle Merry, "The Criminalization of Everyday Life" (*Everyday Practices and Trouble Cases*, Austin Sarat, et al, eds., Evanston, IL: Northwestern Univ. Press and American Bar Foundation, 1998, pp. 14-39).

Iris Marion Young, "Mothers, Citizenship, and Independence: A Critique of Pure Family Values" *Ethics* 105 (April 1995): 535-556.

Rickie Solinger, "Race and 'Value': Black and White Illegitimate Babies, in the U.S.A., 1945-1965" *Gender and History* 4 (Autumn 1992, 3): 343-363.

Class 6 Constituting, Regulating and Resisting the Body Politic II

Kristin Luker, *Dubious Conceptions: The Politics of Teenage Pregnancy*, Cambridge: Harvard University Press, 1996, pp. 43-108, 175-193.

John Rich, *Wrong place, wrong time: Trauma and violence in the lives of young Black men.* Johns Hopkins UP, 2009).

Class 7 Mid-term examination

Class 8 Constituting, Regulating and Resisting the Body Politic III

Kristin Bumiller, "How Does the Body Matter in the Legal Imagination?"

Anne Allison, *Permitted and Prohibited Desires: Mothers, Comics and Censorship in Japan* (Westview P, 1996).

Class 9 Constituting, Regulating and Resisting the Body Politic IV

James Messerschmidt, *Flesh & blood: Adolescent gender diversity and violence.* (Rowman & Littlefield, 2004).

Francesca Polletta, *It was like a fever: Storytelling in protest and politics.* (U Chicago, 2006).

Class 10 Family Values, Family Law I

Martha Minow, "All in the Family and In All Families: Membership, Loving, and Owing" (*Sex, Preference, and Family: Essays in Law and Nature*, David Estlund and Martha Nussbaum, eds., New York: Oxford Univ. Press, 1997, pp. 249-276).

Martha Fineman, Jack Jackson and Alan Romero, eds. *Feminist and queer legal theory.* (Ashgate, 2009).

David Goldberg, "Modernity, Race, and Morality." In *Racist Culture: Philosophy and the Politics of Meaning*, Oxford and Cambridge: Blackwell, 1993, pp. 14-39.

Class 11 Family Values, Family Law II

Presentations on family law project.

Class 12 Family Values, Family Law III

Presentations on family law project.

Class 13 Alternatives to Morality and Legality Framework I

Timothy Tyson, *Blood done sign my name* (Three Rivers Press, 2005)

Jesse Daniels, *White Lies; Race, Class, Gender, and Sexuality in White Supremacist Discourse*. (Routledge, 1997)

Class 14 Alternatives to Morality and Legality Framework II

Richard Sherwin, *When law goes pop: The vanishing line between law and popular culture* (U Chicago, 2002).

Bryant Garth and Austin Sarat, eds., *How Does Law Matter* (Northwestern UP & American Bar Foundation, 1998).

Class 15 Final examination

Course Expectations

1. Students are expected to come to class prepared to actively participate. This means reading and reflecting on the materials assigned for that day prior to class time. It also means connecting ideas and concepts raised in this class (and in other classes) to life outside the classroom.
2. Productive class discussions take place within a context of academic inquiry that values the integration of theory and experience. Regardless of your learning style or comfort level, please monitor the quantity and quality of your contribution to our discussions. If you find yourself taking up too much "talking space," step back. If you find yourself not taking up much "talking space," step up. Students who disrupt class will be asked to leave. Leave any device that makes noise in the "power off" position.
3. If you qualify for assistance from Disability Resources for Students (965-1234), contact me during the first week of class so that you may be accommodated.
4. Proofread your work for grammar, spelling, and general writing mechanics. Seek assistance from resources such as:

Justice Studies Writing Mentorship Program
480-965-8995 or writing@asu.edu

ASU Writing Center
<http://uc.asu.edu/writing/handouts.html>

ASU Library Bibliographic Management Software
www.asu.edu/lib/refworks

5. Assignments are due at the beginning of class on the due date listed. For peace of mind keep a copy of all work. Late papers, extensions, or "make-ups" will not be accepted or approved without suitable documentation; the meaning of "suitable documentation" will be determined by me in consultation with the appropriate academic advisor or dean. Assignments submitted late may be penalized per day.

6. Grades are *not* negotiable. If you wish to appeal a grade, submit a *written* request explaining your rationale, along with the original graded assignment, within *one week* of receiving the grade. In writing your request for review, address all comments given on the assignment and explain your reasons for requesting a change in your grade.
7. Students are obligated to familiarize themselves with and conform to University policies such as:

Academic Integrity Policy

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

Barbara Colby, Director of Academic Affairs, CLAS, -965-8260 or barbara.colby@asu.edu

Student Conduct Policy <http://www.asu.edu/studentaffairs/studentlife/judicial/>

Computer, Internet and Electronic Communications Policy

<http://www.asu.edu/aad/manuals/acd/acd125.html>

Evaluation of Student Learning

40 points	Self reflection paper (3 pages)
60 points	Reading reflection paper (3-5 pages)
80 points	Review essay (5-8 pages)
100 points	Family law research draft, presentation and paper (12-15 pages)
50 points	Mid-term examination
50 points	Final examination
380 points	TOTAL

Student contribution and learning will be evaluated according to the following scheme:

A: Outstanding. Excellent.

Thorough knowledge of concepts and frameworks and exceptional skill in the application and articulation of those concepts and frameworks in satisfying course requirements. Demonstrates the ability to analyze and synthesize materials from both inside and outside the classroom. Written work is carefully edited. Participates thoughtfully in class discussions and group exercises. Is not late for or absent from class.

B: Good. Competent.

Good, above average, level of knowledge of concepts and frameworks together with considerable skill in using them to satisfy course requirements. Ability to write college level prose with few minor flaws. Participates regularly in class discussions and group exercises. Is rarely late for or absent from class.

C: Average. Fairly Competent.

Basic, acceptable level of knowledge of concepts and frameworks together with some skill in using them to satisfy course requirements. Follows assignment directions and meets deadlines. Ability to write college level prose with (limited) grammar, mechanical or organizational problems. Participates in class discussions and groups exercises. Is not late for or absent from class more than three times.

D: Below Expectations. Passing.

Minimal knowledge of concepts and frameworks and below average ability to use them to satisfy course requirements. Communication skills below what is expected of advanced college student. Written work

demonstrate major grammar, mechanical and/or organizational problems. Fails to attend regularly and to participate appropriately in class discussions and groups exercises.

E: Well Below Expectations. Failure.

Written work is consistently below college level, even when revised. Fails to seek out assistance from appropriate resources for improvement. Consistently late in meeting course requirements. Habitually late for or absent from class. Shows little or no understanding of concepts and frameworks and is unable to relate materials from inside and outside the classroom. Fails to participate appropriately in classroom discussion and group exercises.

Self reflection paper

40 points

We have read a handful of readings that explain how "morality" is achieved, taught, enforced and resisted. Some psychological theories argue that moral ability is a cognitive development issue and tied to maturation. In contrast, animal behavior research suggests that there is an evolutionary basis for the development of primate (including humans) morality. C1

Public articulations of morality include the nature of the community itself (what it is, who its members are) and how they ought to live. The moral values and practices of a community are difficult to identify with precision because communities change over time, are internally complex and often overlap with other communities. For this paper you are to reflect upon your own experience as a member of an ethical community (i.e. Arizona State University) by responding to the following questions in essay format of about three pages: C2

- a. Who belongs to this community and who is excluded? Whose wishes, interests and harms matter?
- b. How are those who do not belong excluded?
- c. Who has a voice within the collective life of the community? Do some members have authoritative power and voice, and if so, why and how?
- d. Are certain moral values widely affirmed as core values of the entire community? What are they?
- e. How are these moral values articulated, shared and disseminated? How are moral "lessons" taught and enforced?
- f. How well do the practices of the community members reflect these explicitly affirmed values? Can other values be discerned in community practices which are in tension with stated values?
- g. Are nonconformists and/or their behavior regulated? How? What place is there for dissenters within the community?
- h. What procedures and practices are available for negotiating moral disagreements?
- i. How does your membership in this ethical community shape your own moral development?

Reading reflection paper C1

60 points

The purpose of this assignment is to reflect on and synthesize the first two sections of the course: "The Good and Proper Life" and "Moral Economy." You are to write an essay of 3-5 pages that briefly considers *one* of the following questions drawing course readings and discussions from the first section of the course. C3

1. How does a moral logic get transmitted, maintained, challenged, and reworked over time? C2

OR

2. Explain the moral logic embedded in the economy that shapes the allocation of resources, goods and values, including prestige and the giving and receiving of "care."

Review Essay
80 points.

C3
For the second paper (5-8 pages) you are to write a *review essay* that reflects and assesses four class readings of your choice. In your essay cogently describe the main point(s) or argument(s) of each case study:

- What type of behavior or set of ideas is being regulated?
- How is this accomplished?
- For what purpose?
- By whom?
- To what extent is the effort (un)successful?

Then move beyond description and *assess* each case study.

- What concepts are central to the argument?
- How do these concepts contribute to our understanding of the legislation of morality? *C2*
- Do the arguments/conclusions overlap? In what ways?
- What do we learn generally about the legislation of morality by comparing these case studies?

Finally, give your essay a title that reflects your findings.

Family law research presentation and paper
100 points

For this assignment you are to conduct research on some aspect of the legislation of morality vis a vis "the family." To do this, determine which aspect of the legislation of morality of the family you wish to pursue, and then delineate the specific time period and place on which to focus. Next, compose a draft of your paper (5-7 pages) and submit it for feedback. Before you complete the final draft, share your findings during a 15 minute in-class presentation. An additional five minutes (for a total of 20) will be dedicated to questions from the floor. The presentation may be as creative or as conventional as you like. Finally, given the feedback you received from me and from the class, complete the research paper (12-15 pages), which should include the following *C3* components:

- A. Introduction to topic and legislation/public policy under analysis.
- B. Summary of findings. Each sub-section below should include a general statement of what you looked for, why you selected those particular materials or individuals, what you found, and how it ultimately contributed to at least partially analyzing a specific piece of legislation or public policy. *C2*
 - 1. Content analysis of newspaper coverage of issue within relevant three month period (select two newspapers, maintain set of copies of relevant articles);
 - 2. One-hour interview with individual person/member of organization involved in or affected by issue (individual and list of interview questions must be approved *prior* to interview);

3. Identification and review of scholarly literature on issue (a total of 5-7 relevant and separate journal articles, book chapters from an edited volume, or books must be included); and,

4. Examination and synthesis of the issue in light of course materials (a total of 3-5 relevant and separate articles, chapters from edited volume, or books must be included).

C. Overall conclusions and recommendations for further research.